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Hints for Teachers

Edited by B. L. Ullman, University of Iowa

[The aim of this department is to furnish high-school teachers of Latin with material which will be of direct and immediate help to them in the classroom. Experience will determine what the features of the new department should be. Suggestions are welcomed.]

Teachers are requested to send questions about their teaching problems to B. L. Ullman, Iowa City, Iowa. Replies to such questions as appear to be of general interest will be published in this department. Others will, as far as possible, be answered by mail. Teachers are also asked to send to the same address short paragraphs dealing with teaching devices, methods, and materials which they have found helpful. These will be published with due credit if they seem useful to others.]

Latin for English

The extent of the Latin element in English is frequently underestimated, even by the Latinist himself, and consequently the importance of Latin for English is often underrated. The older estimates, still commonly quoted, are entirely inaccurate. Frank H. Vizetelly, in the *Essentials of English Speech and Literature* (1915), gives a detailed analysis of 19,161 words taken at random from the *New Standard Dictionary*. Grouping together the words which ultimately came from the Teutonic by one channel or another, we find that they total 5,693, or 29.7 per cent. Those which are derived from the Latin directly or indirectly total 9,263, or 48.3 per cent. The Greek total 2,493, or 13 per cent. Thus the classical words are over twice as numerous as the Teutonic. These figures agree very closely with the estimates of Müller in his "Science of Language" that in an unabridged dictionary 68 per cent of the words are classical, 30 per cent Teutonic, and 2 per cent miscellaneous. It should be added that 675 words in Vizetelly's list are hybrids and that many of these probably have classical elements. Even Chaucer used as many words of Latin origin (mostly French) as of Teutonic origin (mostly Saxon).

Parallels

To make the student realize that the Romans were human beings, not ghostly shadows, to convince him that they were civilized persons, not savages—that is one of the important tasks of the Latin teacher, as we all know. An effective way of doing this is to be on the lookout constantly for interesting parallels between ancient and modern times. Almost every day the newspapers carry items which suggest comparisons to those who have learned to watch for them. Sometimes the newspapers themselves supply the comparison, because they realize it is interesting. At the meeting of the Association

for the Advancement of Science during the Christmas vacation there was a discussion of the atomic theory. This was reported in the press. A newspaper in a small town carried an editorial commenting on these reports under the caption "New Names and Old Ideas." The substance of the editorial was that the atomic theory is as old as Lucretius (it is, of course, even older). The editorial writer knew that this sort of thing interested his readers. Let the teacher learn from the newspaper man.

Contribute your parallels to the "Hints" for the benefit of other teachers.

Bulletin Board and Scrapbooks

A bulletin board is very useful for display of the parallels suggested in the preceding paragraph and for much else. Newspapers and magazines are full of material which may be put on a bulletin board. Change the material frequently, perhaps a little at a time. Aim at variety: always have a picture or a cartoon to relieve the solid matter. A joke occasionally is desirable. Carry out the idea of a "News Service." I have at times applied the name "Hermes News Service" to such a plan. The pupils may be asked to assist in gathering material for the bulletin board.

Much the same material can be used in a scrapbook. Preferably the individual pupils will keep scrapbooks of their own, but a class scrapbook may be kept instead. The bulletin board and the scrapbook may be used together: the former, in charge of the teacher, may serve as a guide for the latter, kept by the student. Most of us, young and old, have the collecting instinct, but, strange to say, few teachers seem to make use of it. Boys who collect postage stamps or marbles or what not will be interested in making a classical scrapbook. Such items as cartoons with classical allusions, bits of ancient history, pictures of Rome and other ancient sites, Latin words and phrases, are often met with, both in the reading matter and in the advertisements of newspapers and magazines. So abundant is this material that we may be sure that the world is far from ready to "scrap" the Classics. Teachers who wish to get an idea of the nature of the available material will do well to consult Miss Frances Sabin's *The Relation of Latin to Practical Life* (published by the author, 405 N. Henry St., Madison, Wis.; \$1.67, prepaid).

Latin Games

It is now a recognized fact that games may have a distinctly educational value. There is abundant opportunity for their use in connection with Latin study, either in Latin clubs or in the classroom itself. We may use games which the Romans themselves used, such as that described in the *Classical Journal*, XI (1916), 365-66, and those described in Johnston's *Private Life of the Romans* and in other books on Roman life. These are not so valuable pedagogically as some others. The old-fashioned spelling match, in various forms, has

been a favorite. This may be used for Latin vocabularies or for derivatives. The same principle may be applied to many other phases of class work.

A large number of English parlor games can be adapted to use in Latin. Three are described by Miss Brita L. Horner in the *Classical Journal*, XV (1920), 479-81: "Parva Puella," based on "The Priest of the Parish," "Miles Fortissimus," based on "My Grandfather's Trunk," and "Carrus Antiquus," based on "The Old Stagecoach." A little ingenuity will suggest others. A very interesting guessing game may be devised by applying the rebus principle to names of famous Romans, etc. For example, a picture of a cat with its tail prolonged suggests Catiline. Pictures for the purpose may be found in old magazines. Another guessing game may be formed from punning sentences, a number of which were printed in *Latin Notes*. An example is: "What is the *thing* that automobile owners love to do?" The italicized word contains the answer: "res"="race." It is easy to frame similar sentences. Another game consists in writing the largest number of Latin words in a given time. In another game, the teacher asks a pupil for a Latin sentence of three words. The next pupil must frame a new Latin sentence beginning with the last word of the preceding sentence, etc. Games can also be played with flash cards.

Besides these, a number of card games are available.

The Latin Game Co., Appleton, Wis., publishes a number of games based on the game of "Authors." "Game of the Latin Noun" (50 cents) is a drill in vocabulary and declension. Those playing must be able to decline the Latin translation of the English words given on the cards. The five "Verb Games" (35 cents each) are similar. One and two deal with principal parts, three and four with verb forms, five with verb endings. The more difficult "Game of Latin Authors" (\$1.04) has 350 questions about fifty Roman writers.

Miss Brita L. Horner, Box 68, Weehawken, N.J., publishes three "Sentence Games" (40 cents each; three for \$1.00; postage 10 cents extra). In each of these, fifty-eight cards contain Latin words in various forms. As these are placed on the table, the players arrange them so as to form sentences. No. 1 drills on direct and indirect objects, No. 2 on ablatives of means and agent, No. 3 on expressions of place. The games are interesting.

Miss Effie Case, 807 Lyon Healy Bldg., Chicago, Ill., publishes "Game of the Latin Declensions" (160 cards) and "Games of the Latin Conjugations: Second and Third Conjugations" (each 192 cards). Each of the three sets costs \$1.10 postpaid. The games consist in attaching the proper endings to the stems. They may be played by one person or by an entire class.

Miss Frances E. Sabin, 405 N. Henry St., Madison, Wis., publishes a "Syntax Game" (50 cards), based on the game of "Authors."

The Cincinnati Game Co., Cincinnati, Ohio, publishes a mythology game, the details of which are unknown to me.

Latin Song

This morning song, written by Professor F. H. Potter, University of Iowa, can be sung to the tune of "Adeste Fideles."

Surgamus, mi frater, lux appropinquat;
Somnus et somnia iam elapsa sunt.
Nox pinnis atris fugit solis radios;
Aurora rubescit; stella pallescit.
Surgamus e lecto; dies nunc adest.

Surgamus, mi frater; dormiunt ignavi;
Virtute gaudentes iam se agitant.
Cedunt tenebrae; cur iaceamus?
Sol se ostendit; luna descendit.
Surgamus e lecto; dies nunc adest.